



Public Education COVID-19 Response: School Reopening

Utah State Board of Education

August 2020

Unprecedented, Uncertain, Unconventional



Complexity and Challenge

Schools are complex, multi-functional spaces making the task of mitigation more challenging

Balancing competing interests

- Economic, education, political
- Teacher, parent, student
- Local vs. state

Complexity of navigating new partnerships



Requirements & Recommendations for Reopening

Guiding Resources

Utah State Board of Education

Students and Families | Community and Partners | Schools and Educators

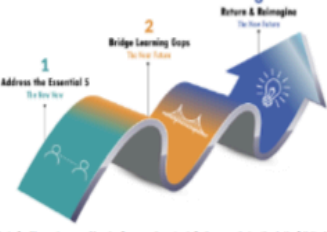
CORONAVIRUS INFORMATION AND RESOURCES

CORONAVIRUS RESOURCES

Novel Coronavirus (COVID-19) Information and Resources

The social and economic effects of COVID-19 will be significant and touch every corner of our state. But there is much that can be done to mitigate impacts to students and families and ensure educational success for the long term. The Utah State Board of Education (USBE) envisions three phases on the path to recovery and our new future.

[Three Phases of Recovery](#)



1 Address the Essential 5
2 Bridge Learning Gaps
3 Return & Reimagine

As schools, students, families, and communities plan for reopening schools for in-person instruction in the fall, the Utah State Board of Education is committed to providing ongoing guidance and resources as we sort through this unprecedented situation together.

Other sources of information educators and families should monitor include:

- [USBE COVID-19](#)
- [State of Utah's COVID-19 Community Task Force](#)
- [Centers for Disease Control and Prevention \(CDC\)](#)
- [COVID-19 \(Coronavirus\) Information and Resources for Schools and School Personnel](#)
- [United States Department of Education](#)

Reopening Schools

Three Phases Resource Hub

News and Updates

Resources for Students and Families

State Policies – Continuity of Education Plans

Federal Notices

Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding

Digital Teaching and Learning

Summer Months

Remote Learning and Student Confidentiality

Assessment

Supporting Mental Health and Social Emotional Needs

Considerations to Address Student-Specific Needs

Questions?

For communications and general questions regarding this bulletin, please contact us at: coronavirus@schools.utah.gov

Approved



Utah State Board of Education

School Reopening Planning Handbook

Contents

Guiding Principles	
Repopulating Schools	
Communication and Training	
Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)	
Enhanced Environment Hygiene & Safety	
School Schedules	
Monitoring for Incidences	
Preparation Phase	
Symptom Monitoring	
Containing Potential Outbreaks	
Preparation Phase	
Quarantine/Isolation Protocol	
Temporarily Reclosing (if Necessary)	
Preparation Phase	
Transition Management Preparation	
Mitigation Tactics for Specific School Settings	
Appendix	
Overview of Families First Coronavirus Relief Act	
Understanding the Why: Principles-Based Framework for Mitigating COVID-19 R	
Sample Health Office Symptom Monitoring Checklist	
Symptom Self-Checklist (by month)	
Sample Student Affirmation	
Sample Visitor Attestation	
Decision Model for Safe and Healthy School Reopening	

07/17/2020
Version 2.0

COVID-19 School Manual



CORONAVIRUS
UTAH.GOV

Updated 8/6/2020



Roles

Local

Local Education Agencies

(i.e., school district or charter school)

- Operationalize state requirements through locally developed plans approved by local education board

Local Departments of Health

- Provide consultation to local education agencies (LEA) for their plans
- Make recommendations for adjustments to requirements under the Phased Guidelines

State

Utah State Board of Education

- Set forth requirements and recommendations for school reopening
- Provided training
- Gathered assurances through Reopening Requirements Template

Governor

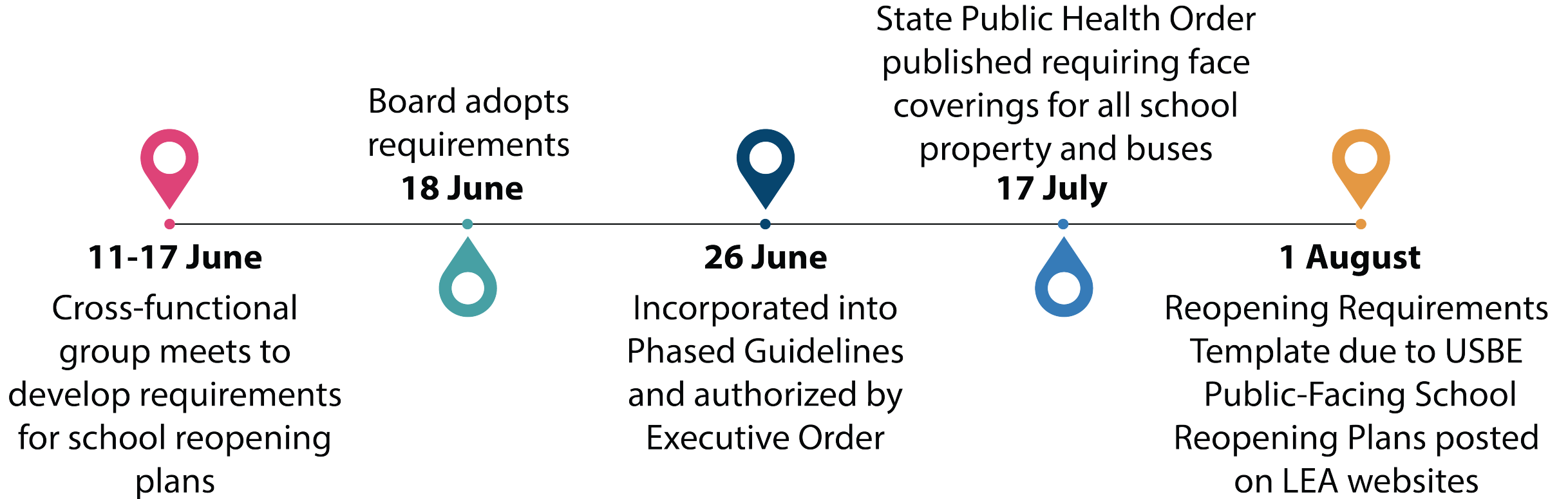
- Incorporated USBE's requirements in to Phased Guidelines and authorized through Executive Order

State Department of Health

- Issued State Public Health Order requiring face coverings on all school property and buses, with certain exceptions
- Published COVID-19 School Manual containing additional health considerations for school reopening



Timeline



Input and Insights

Input

Broad cross-functional group

- State and local board members
- District and school leaders
- Teachers, counselors, school psychologists
- Utah School Employee Association, Utah Education Association
- Parents (invited)
- Infectious disease pediatricians
- State and local health officials
- Risk Management and AAGs
- Governor's office and GOMB
- DWS Office of Child Care
- ACCEES representative
- USBE and SCSB staff
- Community non-profit partners

Awareness

CDC Guidelines

Education organizations

- WestEd, CCSSO, AASA, NIET, UEA, AFT

Other states' guidance documents

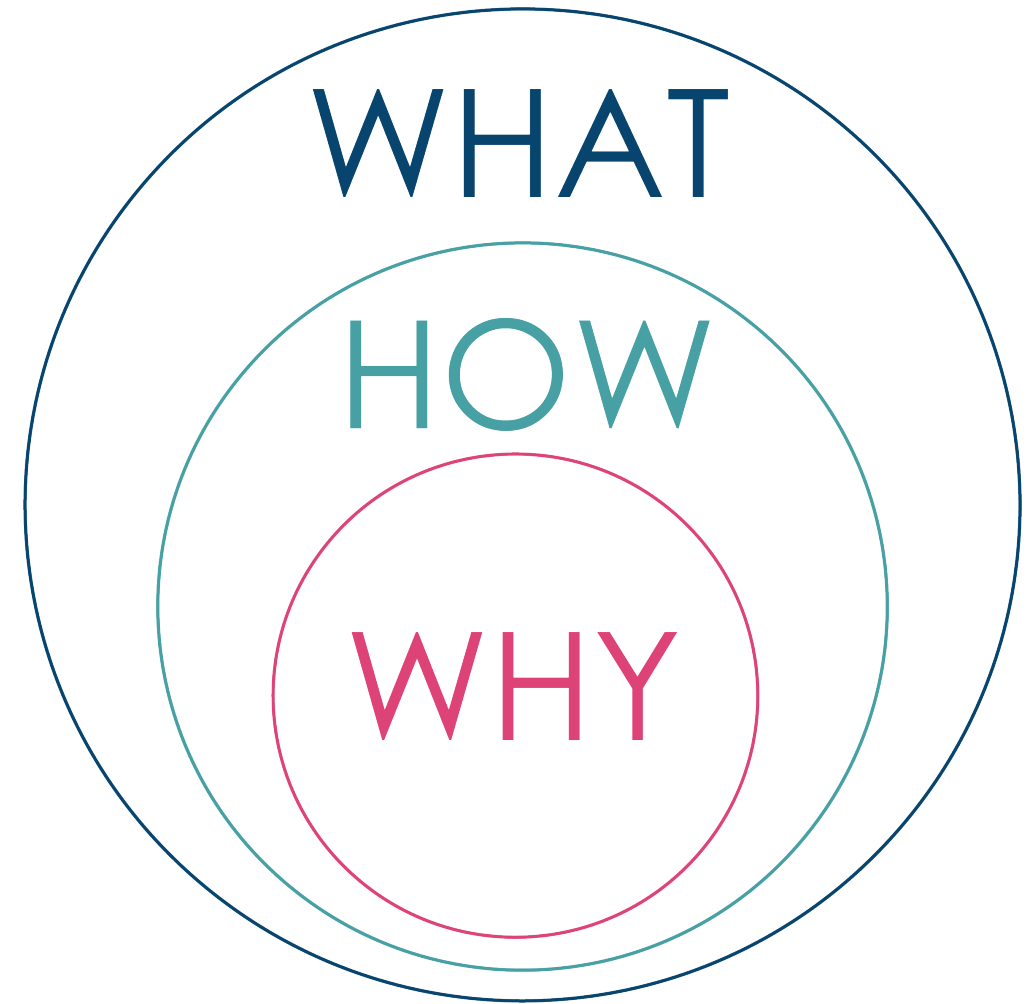
Think tanks, consulting groups, higher education



Approach

Our scientific understanding of the virus should guide our response (“the why”)

Clearly articulate “what to do” but enable adaptability and innovation at the local level to determine “how to do it”



Key Principles for Reducing Spread

What the virus is doing.



Reproduction



Infectiousness

Slow what the virus is doing.

Isolate Symptoms

Isolate / quarantine for 14 days or at least 7 – 9 days after symptoms subside.

Monitor symptoms and engage in contact tracing.

Minimize Outbreak Probability

Minimize group interactions to reduce outbreak probability. R can go up or down based on social behavior.

How the virus is doing it.



Close Contact



Respiratory Droplets



“Fomite” Contact

Mitigate how the virus is doing it.

Physical Distancing

Maintain appropriate distance from others

Respiratory Hygiene

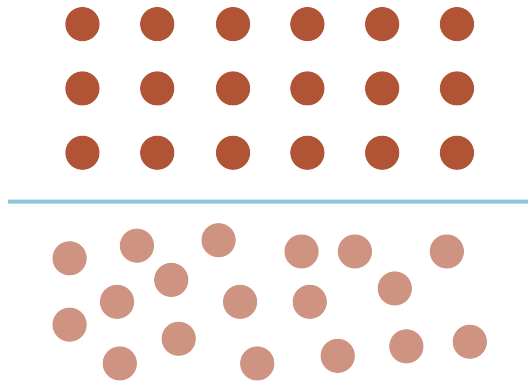
Exceptional respiratory hygiene to reduce or stop the spread of droplets

Physical Hygiene

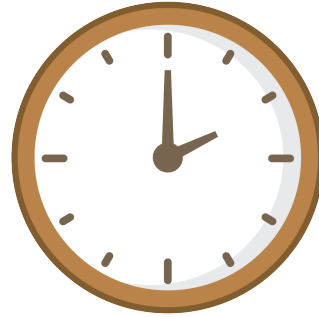
Exceptional physical hygiene



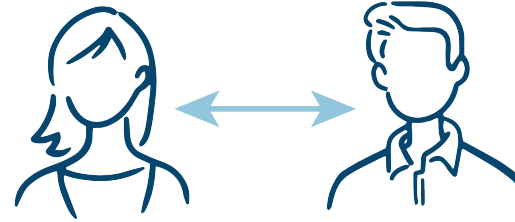
Movement



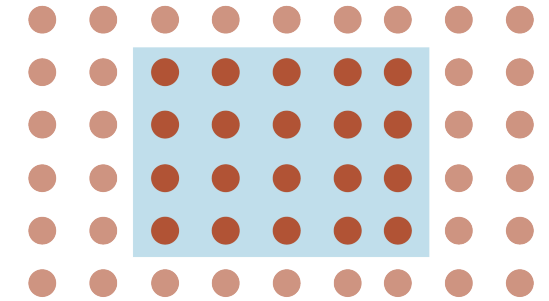
Duration



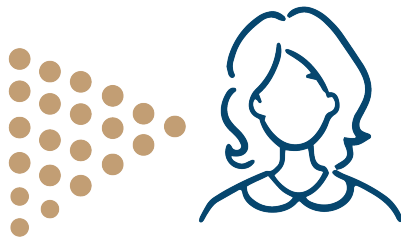
Proximity



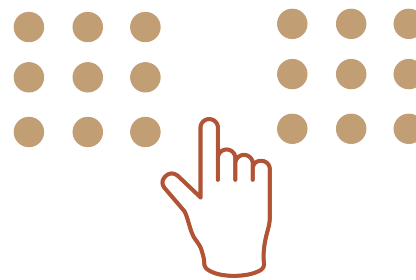
Group Size



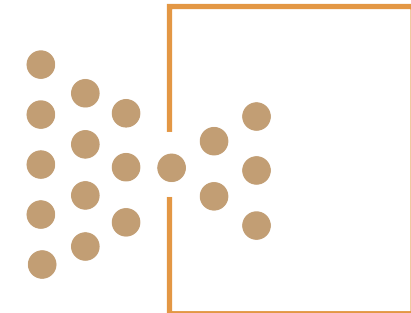
Respiratory Output



Touch



Congestion



School Reopening Requirements Template

Name of LEA

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. LEAs should provide assurance that they have met the specific requirements from the template during the planning process. This document can be used in conjunction with the USBE School Reopening Plan which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing plan), LEAs may use whatever format they feel best suits the needs and interests of their community.

Please submit this Reopening Requirements Template to the Utah State Board of Education at coronavirus@schools.utah.gov. Submission of the template serves as an assurance of approval (approving local plans).

Attestation:

*Our school reopening plan has been approved by our governing board in an open and public meeting, and was made available on our website, and each school's website, by **August 1, 2020**.*

☐ Yes

☐ No

Insert the link to your public-facing school reopening plan on your LEA website here:

Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement ("What")

Implementation Plan ("How")

Create a process for students/families and staff to identify as high risk¹ for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments

Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk

Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19

Indicate assurances:

☐ Yes

☐ No



Reviewing School Reopening Plans

Key Takeaways

- Options for families to choose delivery model
- Contingency planning to execute any delivery model as necessary based on status of virus
- Use of multiple strategies to mitigate risk
- Evidence of local health department collaboration
- Cascading communication and training from LEA administration to teachers



Delivery Models & Schedules

In-Person: Full Schedule Option Available



Hybrid A: Modified Schedule

In-Person

In-Person

In-Person

In-Person

Remote Learning

Hybrid B: A/B Days, Reduced Class Size

- Cohorts attend on designated days for in-person and remote learning.

In-Person

Remote Learning

In-Person

Remote Learning

Remote Learning

In-Person

Remote Learning

In-Person

Remote Learning

Remote Only



School District Delivery Models

Options for families to choose delivery model (in-person, hybrid, remote)

<i>In-person</i>		<i>Hybrid A</i>		<i>Hybrid B</i>	<i>Remote only</i>
<i>Full in-person schedule option available</i>		<i>Modified schedule (shortened day and/or remote day)</i>		<i>A/B Days, reduced class size</i>	
61 % (N=25)		31 % (N=13)		5% (N=2)	2% (N=1)
Daggett Millard Beaver Rich Sevier Wayne Carbon Duchesne Emery Garfield Grand Kane	North Sanpete North Summit Park City San Juan South Sanpete Tintic Tooele Wasatch Washington Iron* Canyons* Box Elder* Ogden*	Nebo Cache Alpine Morgan Murray Weber Granite Provo Jordan	Juab Piute South Summit Uintah	Davis Logan	Salt Lake City

Contingency planning to execute hybrid or remote delivery models as necessary based on status of virus

*Delayed start



Charter School Delivery Models

Options for families to choose delivery model (in-person, hybrid, remote)

In-person	Hybrid A	Hybrid B	Remote only
<i>Full in-person schedule option available</i>	<i>Modified schedule (shortened day and/or remote day)</i>	<i>A/B days, reduced class size</i>	
44% (N=51)	19% (N=22)	25% (N=29)	12%* (N=13)
e.g., Bear River Charter School	e.g., Freedom Preparatory Academy	e.g., Greenwood Charter School	e.g., Academy for Math, Engineering, and Science

Contingency planning to execute hybrid or remote delivery models as necessary based on status of virus

*Includes 5 schools with a fully online or blended model; remainder located in Salt Lake City or West Valley City

Common Mitigation Tactics in Schools

Classrooms

Utilization of large places to conduct classes, students face forward, removal of unnecessary furniture, hand hygiene upon entry/exit

Cafeteria

Allow non-traditional places to eat (e.g., outside, common areas). Staggering lunch times or eating in classrooms.

Transitions

Use backpacks as opposed to lockers to avoid congestion, staggered transition times

Entry/Exits

Staggered arrival and departure

Special Education, Related Services, and School Counseling

Additional protective equipment available to educators who care for students' severe needs, plexiglass barriers

Note: Required tactics not listed

Common Mitigation Tactics in Schools

Transportation

Assigned seating, cleaning after each trip, hand sanitizer, windows open for increased ventilation, load back of bus first

Unique Courses w/ Higher Risk of Spread

PE and choir held outside or in large spaces with physical distancing

Restrooms

Staggering use, limiting number of students at any time

Large Group Gathering

Cancel assemblies, only hold if physical distancing can be maintained, case-by-case basis in consultation with local health authority

Recess

Adjustable schedules to limit number of children on playground, cohorting, sanitization following each use, five-minute cool down period to relax breathing

Next Steps

- Continue adaptability to changing circumstances
- Maintain advisory groups to support understanding and share ideas
- Collaborate with UDOH and LHDs to support contact tracing and testing
- Share learnings from delivery models to support personalized learning
- Enable flexibility as needed through waivers of Board rules
- Advocate for broadband as an essential utility
- Support social, emotional, and mental health efforts in schools
- Provide expanded opportunities to combat food insecurity
- Confront implicit bias and marginalization by becoming culturally responsive at USBE